

Occupational Skills Attainment System

Introduction to Occupational Skills

Occupational skills are specific skill sets needed for a particular job or group of jobs. For the purposes of this benchmarking system, occupational skills are appropriate for those youth who have chosen a career field and are attempting to build specific skills within that area as a step in the training process. Completion of an occupational skills goal is not intended to “qualify” a young person for the chosen job or career field, but rather target a narrower set of specific skills related to the job.

This benchmarking system allows for skills to be learned at multiple levels. A young person can gain skills to move from unskilled to entry level, from entry level to intermediate level, or from intermediate level to advanced level of skills within the same or similar occupation.

Note: This Occupational Skills Benchmarking Systems **does not equal a credential** for the specified occupation of training. Several “steps” -- multiple benchmark attainments within the occupation -- over time, may, however, ultimately lead to a credential.

Occupational skills can be divided into two categories:

Primary Occupational Skills: Those skills needed to perform actual tasks and technical functions required by certain occupational fields at *entry, intermediate or advanced levels*.

Secondary Occupational Skills: Those skills related to familiarity with and use of: set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Two basic strategies can be used to teach occupational skills -- **classroom-based training or worksite-based training**. These strategies can be used independent of each other or in combination to teach occupational skills.

Classroom-Based Training

Learning Objectives

In a classroom-based training strategy, the learning objectives will be defined by the course of study and the curricula for the classes in which the young person enrolls.

The learning objectives will be defined in the curricula or course syllabus. There is no need to rewrite the objectives. Copies of the course registration and syllabus will serve as documentation of the learning objectives.

Entry Assessment

The entry assessment for occupational skills will be based on “presumptive need”. There are three criteria that must be met in order for occupational skills to be an appropriate training outcome.

- A: The job for which training is needed is within the young person’s chosen occupational field; *and*,**
- B: The young person has never worked *or* has minimal work experience (less than 3 consecutive months, full-time experience) in the specific occupation or job; *and*,**
- C: The young person has not successfully completed training in the specific occupation or job.**

If the young person **meets the three criteria**, he/she **is in need of a service intervention** for occupational skills.

If these **three criteria are not met**, the young person **is not in need of a service intervention** for occupational skills.

The entry assessment tool on the following page will be used for documenting the need for training.

Occupational Skills Entry Assessment Outcomes

Name

Social Security Number

Occupational Choice

Presumptive Need Criteria

- | | | | |
|----|---|------------------------------|-----------------------------|
| 1. | The customer has chosen an occupational field and the job identified is within this occupational field. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 2. | The customer never worked in, or has less than 3 consecutive months, full-time experience in the specified job or occupation. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 3. | The customer has never successfully completed training in the specified job or occupation. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
-

A **NO** response on **any of the criteria** indicates the customer **is not in need of a service intervention** for occupational skills.

A **YES** response on **all of the criteria** indicates the customer **is in need of a service intervention** for occupational skills.

Skill Attainment Definition

A skill attainment for occupational skills taught in a classroom activity will be based on the classes or curricula in which the individual is registered. There are several types of classroom training that qualify for a skill attainment, including:

1. Semester-based program: classes are within an approved course of study, registered for at least to classes within that course of study, and course can be completed within the semester.
2. Self-directed course of study: classes are within an approved course of study, there is a schedule for completion of the course of study, and course of study can be completed within a twelve month period.

Note: if the course of study is self-directed and can not be completed within a 12 month period, the course of study could be broken into “semester” like segments and treated as longer-term training.

3. Certification program: courses which are less than a semester in length and lead to state licensure or certification (CNA, CDL, etc.).

Identified Goal and Training Plan

For each outcome identified, there must be a clearly identified goal and training plan designed to meet the outcome. This documentation includes the goal identified on the ISS and in the MIS system, and any training outlines for the specific goal identified.

The following form will be used to track outcomes for classroom-based service interventions.

Classroom-Based Training Tracking Form

Name _____ SS# _____

Course of Study _____

Training Institution _____

Training Period/Semester _____

☐ Course Registration on file

☐ Class Syllabi on file

☐ Final Grades on file

Received a “C” or better in all classes? ☐ yes ☐ no

Training Curricula and Methods

Each Provider will be responsible for ensuring that curricula or training activities exist to provide the young person with content and context to develop the skills to meet the identified learning objective. Each Provider will also need to have a documented service intervention that leads to reportable outcomes.

Final Assessment

On-going and final assessments will be conducted by the classroom instructor, utilizing the training institutions grading system. A skill attainment can only be claimed when the young person has successfully completed his/her training.

1. Semester-based program: **successful completion the semester** of training in which he/she was enrolled by receiving **a rating of a “C” or better in all classes** from the classroom instructors.
2. Self-directed course of study: **successful completion the course of study** in which he/she was enrolled by receiving **a rating of a “C” or better in all classes** from the classroom instructors.
3. Certification program: receipt of the **state issued certificate or license**.

Required Documentation

As with any reporting system, there are multiple and integrated methods and tools for documenting skill outcomes. For the occupational skills attainment the following apply:

1. **Entry Assessment** documentation on the presumptive need criteria showing need for service.
2. **Identified Goal and Training Plan/ISS** documentation stating that the goal was set, the service interventions to meet the goal and progress notes toward goal attainment.
3. **Training Plan** and methods used to attain skills.
4. **Performance Evaluation** tool with skills evaluation and feedback from work-based training site supervisor or classroom instructor.
5. **WorkForce Plus** information has been accurately documented in accordance with WorkForce Plus directives including timely data entry.

Work-Based Training

Learning Objectives

The learning objectives for occupational skills training at the workplace are job-specific -- they will change with each job or occupation and for each young person. In other words, for each young person and each job, you must identify the required learning objectives.

These learning objectives are to be measurable steps to increase a young person's skills from the present levels of performance (based on assessment) to the overall requirements of the job (based on task identification and employer expectations).

While the ultimate outcomes, which indicate job success, are generally broad, occupational skills learning objectives are detailed and specific. These learning objectives will serve as the basis for selecting training outcomes, instructional activities, and evaluation strategies.

Well-defined learning objectives will need to meet three conditional criteria:

1. Is the task or behavior to be learned clearly defined?

Learning objectives describe either specific behaviors to be exhibited while performing work tasks or actual tasks to be performed. A behavioral learning objective should describe an “intangible behavior” in terms of a tangible action or outcome. A task-based learning objective should state the specific actions or outcomes desired while performing work-related activities. For example:

Behavioral Learning Objective:

...demonstrate self control by resolving issues in a non-judgmental and non-reactionary manner...

Task-Based Learning Objective:

...assemble and solder electronic boards using appropriate components...

2. Are the conditions, under which the desired performance should occur, clearly articulated?

Learning objectives should describe the circumstances or situations under which the work-related tasks are to be performed. These situations may describe *when the task is to be performed*, how the task is to be performed, or under what conditions the task is to be performed. For example:

Behavioral Learning Objective:

When confronted with customer complaints in person or over the phone...

Task-Based Learning Objective:

...according to customer specifications and blueprints...

3. Is the level of achievement identified?

Learning objectives should measure how well the skills will be completed. There are several options for measurement, including: specifying time limits or number of correct applications; indicating a percentage of correct applications of skills or completion of task; or describing a performance element. For example:

Behavioral Learning Objective:

...to the customer's satisfaction and within company policy and guidelines.

Task-Based Learning Objective:

...at the rate of 72 boards per hour.

Pulling the three criteria together, the learning objectives would read:

Behavioral Learning Objective:

When confronted with customer complaints in person or over the phone, demonstrate self control by resolving issues in a non-judgmental and non-reactionary manner to the customer's satisfaction and within company guidelines.

Task-Based Learning Objective:

Assemble and solder electronic boards using appropriate components, according to customer specifications and blueprints, at the rate of 72 boards per hour.

Some tools that may help you identify appropriate learning objectives are:

Worksite-Based Training: job descriptions, employer training manuals, industry certification criteria, National Skill Standards, Dictionary of Occupational Titles, or O'NET.

Writing these learning objectives does not have to be a complicated task, and the more you practice, the better you will become.

Entry Assessment

The entry assessment for occupational skills will be based on “presumptive need”. There are three criteria that must be met in order for occupational skills to be an appropriate training outcome.

- A: The job for which training is needed is within the young person’s chosen occupational field; *and*,**
- B: The young person has never worked *or* has minimal work experience (less than 3 consecutive months, full-time experience) in the specific occupation or job; *and*,**
- C: The young person has not successfully completed training in the specific occupation or job.**

If the young person **meets the three criteria**, he/she **is in need of a service intervention** for occupational skills.

If these **three criteria are not met**, the young person **is not in need of a service intervention** for occupational skills.

The entry assessment tool is the same tool used for entry assessment under a classroom-based strategy.

Skill Attainment Definition

A skill attainment for occupational skills taught through a worksite will consist of 8 learning objectives that are defined for the specific job or occupation of training. All 8 identified learning objectives must be successfully demonstrated in order to take a positive credit for an occupational skill attainment.

These 8 learning objectives must meet the following criteria:

- A **minimum of 5** learning objectives must be **primary skills**. The **additional 3** learning objectives **can be either primary or secondary skills**.

To report a “skill attainment” for occupational skills:

- the young person must have chosen a career field;
- the learning objectives must be clearly defined;
- there must be a goal set on the ISS and entered into the MIS system;
- all learning objectives must be mastered;
- there must be documentation supporting the goal setting process and attainment of the skills; and,
- the goal must be obtained within a 12 month period after the goal was set.

Identified Goal and Training Plan

Worksite-based training will require each Provider to develop a training plan identifying the 8 specific occupational learning objectives in which the young person will be trained.

The following training outline will be used to identify the learning objectives as well as serving as the documentation to measure learning outcomes.

Worksite Training Plan and Performance Evaluation

Trainee Information

Training plan for _____ SS# _____

Job/Occupation _____ Level _____

Evaluation Period: *From* _____ *to* _____ Evaluation # _____

Purpose of Evaluation

This worksite performance evaluation is to provide feedback on your current performance and ways in which you can continue to improve upon your skills.

You have agreed to learn, practice and demonstrate the skill areas listed. For each skill area, there is a rating of your current performance with comments on how you have demonstrated use of the skill and/or how you can continue to improve on that skill.

Definitions of Ratings

Exceeds Expectations	Consistently exceeds job requirements and workplace expectations; nearly ideal employee; job very well done.
Meets Expectations	Usually meets job requirements and workplace expectations; good employee; job generally well done.
Doesn't Meet Expectations	Frequently fails to meet job requirements and workplace expectations; potentially good employee with additional training; much room for improvement.

Learning Objective	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Learning Objective	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Learning Objective	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Learning Objective	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Learning Objective	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Learning Objective	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Training Curricula and Methods

Each Provider will be responsible for ensuring that curricula or training activities exist to provide the young person with content and context to develop the skills to meet the identified learning objective. Each Provider will also need to have a documented service intervention that leads to reportable outcomes.

Final Assessment

A skill attainment can only be claimed when the young person has successfully mastered the learning objectives.

The young person must have **at least 200 hours** of worksite training, been evaluated **three times** at the worksites, and received a **“meets expectations” or “exceeds expectations”** rating for each of the 8 learning objectives from the worksite supervisor on the **final evaluation**.

Required Documentation

As with any reporting system, there are multiple and integrated methods and tools for documenting skill outcomes. For the occupational skills attainment the following apply:

1. **Entry Assessment** documentation on the presumptive need criteria showing need for service.
2. **Identified Goal and Training Plan/ISS** documentation stating that the goal was set, the service interventions to meet the goal and progress notes toward goal attainment.
3. **Training Plan** and methods used to attain skills.
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